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ABSTRACT

Noting the need for increased teacher knowledge of parent involvement activities in order for school-home partnerships to improve, this study examined parent involvement in their children's literacy development and the knowledge of parent involvement among their children's teachers. Participating in this study were 102 parents of children in kindergarten through fifth grade from one dual language (Spanish/English) elementary school. Parents rated their involvement in their children's literacy development on a 50-item scale that included items measuring involvement in literacy promotion activities such as taking their child to the library and working on projects with their child, participation at school such as helping in the classroom, and specific literacy engagement such as reading in the child's presence. Eight teachers of these children also rated the parents' literacy involvement on the same scale. The findings revealed that parents reported being more involved in their children's literacy development than the teachers reported for these same parents. The majority of dissimilar responses between parents and teachers were on items teachers could not observe firsthand. Contains 31 references. (KB)

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Parents' Reported Involvement in Their Children's Literacy Development and Teachers' Reported Perceptions of that Involvement

Marian L. Brady

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Abstract

In one dual language (English & Spanish) elementary school, grades K through five, 102 parents rated their involvement in their children's literacy development on a 50 item scale. Teachers of these children also rated the parents' literacy involvement on the same scale. Results revealed that parents reported being more involved in their children's literacy development then the teachers reported for these same parents. This result is consistent with similar findings that report that more frequent opportunities are needed for parents and teachers to interact. This study indicates the need for additional research towards developing effective parent/teacher-involvement programs that encompass a careful examination of how parents support their children's literacy development, especially those families which are culturally diverse.

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Abstract

In one dual language (English & Spanish) elementary school, grades K through five, 102 parents rated their involvement in their children's literacy development on a 50 item scale. Teachers of these children also rated the parents' literacy involvement on the same scale. Results revealed that parents reported being more involved in their children's literacy development then the teachers reported for these same parents. This result is consistent with similar findings that report that more frequent opportunities are needed for parents and teachers to interact. This study indicates the need for additional research towards developing effective parent/teacher-involvement programs that encompass a careful examination of how parents support their children's literacy development, especially those families which are culturally diverse.

Historical Overview

In 1994, Congress required that all schools receiving federal Title 1 money develop a plan "that outline how parents, the entire school staff, and students will share responsibility for improved student achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's standards". The same year Congress amended the National Goals 2000: Educate America Act and the Reauthorized Elementary and Secondary School Act, to stipulate that "every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children".

Student Achievement

Coleman, Campbell, Holson, McPartland, Mood & Weinfeld's (1966) research concluded that a student's home environment has more impact on a student's achievement than any other factor. As a result of this study, (*Equality of Educational Opportunity*) researchers began to take a closer look at parent involvement. It became well established that the extent of home involvement is directly associated with achievement in school (Baker & Soden, 1998; Mason, 1992; Muller, 1993; Purcell-Gates & Dahl, 1991; Reynolds, 1992; D. Stevenson &Baker, 1987).

Role of Parents

Evidence has been accumulating to substantiate that what occurs in the home is as important as learning that occurs at school (Lesman & De Jong, 1998; Henderson & Berla, 1994; Epstein, 1984, 1988). Parent involvement entails more than parents helping in the school. Zillman & Waterman (1998) state that their data along with that of Hart & Risley (1995) point to the importance of parenting style in affecting child outcomes, which suggests that how parents interact with their children is more important in predicting child academic outcome than the extent to which parents are involved directly in the school (pp. 370-380). Epstein (1995) identified six types of parental involvement, two of which include learning at home and helping families create home environments that support children's academic achievement. Epstein (1995) acknowledges that parents are their children's primary teacher and that schools need to support parents as educators. Epstein (1984, 1988) has always emphasized the importance of parent involvement within the home environment.

Role of Schools

Rich (1998) itemizes the following items of importance in the development of parent involvement: If teachers are to reach their students, they must be enabled to reach the family and community through policy and practice. In order to enable all families to be positively involved in education, families must be enabled to be positively involved in education. Teachers and schools must build

family involvement in education, recognizing the family as a system- a system for teaching and learning. The mobilization of community support for school and families is also required and finally providing funding for additional research, program evaluation, and the continued support of effective programs (pp. 77-80).

Many educators today are in agreement with a "partnership" model based on the belief that the school-home relationship is "bidirectional" in nature (Epstein, 1996). Contacts between parents and teachers is beneficial for student achievement. Parents get a more complete picture of what their children are learning and teachers expectations are raised about what parents can offer, and are better able to implement ways in which parents can be of further assistance in their children's learning.

Model Programs

Two model school programs were identified as having documented success in bringing the achievement of urban students up to the national average: The School Development Program, developed by James Comer, a psychiatrist at the Yale Child Study Institute (Comer 1980, 1988) and the Accelerated Schools Program developed by Henry Levin from Stanford (Levin 1987). Hampton, Mumford, & Bond (1998) summarized the similarities of these programs as:

1. Both models identify parent involvement as a major component of reform and include parents in every aspect of the school program (e.g., as volunteers, decision makers, learners, partners in home-school learning).

2. Both models have developed new structures for decision making in schools that include parents . In Comer schools, the Schools Planning and Management team meets regularly to identify targets for school improvement and to link staff development and evaluation plans to those targets. In Accelerated Schools, the steering committee involves the community in setting priorities in conjunction with their mission, and three or four task forces work during a year term to implement those priorities.
3. Both models require a comprehensive approach to school reform in which all groups work in a collaborative manner and resources, programs, and staff development serve the identified goals.
4. Both models seek to transform the culture of the school. In Comer Schools, the transformation focuses on the importance of relationships for children and adults. Comer believes that children's learning is based in part on bonding and identification with significant adults and that continuity in goals and values between home and school's is very important, particularly for children at risk for educational failure. Development of program adaptions to serve children's needs is coordinated through the Students Staff Services team, which brings together all relevant personnel (administrators, teachers, parents, specialists, psychologists) to address concerns of individuals and groups

> in the school. The creation of nurturing and supportive environment for adults is an essential component of the mode (pp. 412 & 413).

Making use of these models as well as Epstein's (1995) summarization of the theory, framework, and guidelines of successful school/family/community partnerships Hampton, Mumford, & Bond (1998), piloted Project FAST (Families Are Students and Teachers).

Role of Teachers

A key idea presented throughout this project was that of the extended family concept of parent involvement being a process. One of the components of Project FAST is to present parent workshops for one and a half to two hours per month, the objective being to enable parents to spend productive time with their children at home. Project FAST teachers plan and implement parent workshops, emphasizing (1) "knowledge and tools parents need to reinforce instruction, (2) creating a home environment that facilitates achievement, (3) the development of children's self concept, and (4) discussions to enhance basic parenting skills"(p.418).

Regardless of what is known from research about the importance of parent involvement Baker, (1997) noted that teachers reported a perceived lack of time, support, and structure for the creation and maintenance of school-home partnerships. Becker & Epstein (1982) recommended personal contacts between

parent and teacher as being of volatile importance in developing the commitment of parents to participating in a program of learning reinforcement at home. Baker, Kessler-Sklar, Piotrkowski, & Lamb-Parker (1999) found that teachers reported a limited knowledge of parent involvement activities of most parents and that this needs to be addressed if school-home partnerships are to improve.

The purpose of this study is to investigate further on a smaller scale the question raised by Baker, Kessler-Sklar, Piotrkowski, & Lamb-Parker (1999) on what types of parent involvement teachers report they do and do not know about? However the focus of this study will be primarily of parent involvement as it relates to their children's literacy development. This study seeks to find out: How often and to what extent do parents support their children's literacy development? How often and to what extent do teachers perceive parents engaging in the literacy development of their children?

Literacy Defined

The National Literacy Act of 1991, describes literacy as "an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential." For the purposes of this study the focus of literacy is defined as the ability to read, write and express oneself orally.

Method

Sample

One hundred and two parents of children from a dual language (English/Spanish) elementary school, grades K-5, rated their literacy involvement with their children. Eight teachers of these children also rated the literacy involvement of the parents of their students.

Table 1 (See Appendix, p. 1) presents the sample characteristics of the 102 parents who participated in the survey (27.4%) are parents of kindergarten students, (19.6%) first grade, (15.6%) fifth grade, (14.7%) third grade, and the remainder were parents of second and fourth grade students. Gender of children was evenly divided, among parents who attended college (56.8%) and those who did not (45. %). The majority of parents speak Spanish with their child, spouse, family, and friends. The annual household income of parents was evenly divided with those earning less than $20,000 and those earning $26,000 or more. An equal number of Spanish and English surveys were completed. (See Appendix, page 1)

Procedure

Permission was obtained from the school principal to distribute the parent literacy involvement surveys. Each teacher received a letter explaining the purpose of the survey, instructions, a token of appreciation for participation, a set of parent surveys in both English and Spanish, as well as a Teacher Survey, request for participation and an explanation of the survey was also given at a school meeting. Frequent follow-up visits with teachers were made to encourage

completion of surveys within two weeks.

The survey was made available to the parents with printed instructions during parent teacher conferences which took place one evening and one afternoon at the school. Surveys were also sent home with a request to be returned the following day for those parents unable to attend the parent teacher conference on the scheduled school dates.

The parent response rate for participation was 68%. The teacher response rate for participation was 88%.

Measures

Parent involvement. To assess parents' involvement in their children's literacy development, a fifty item scale was prepared some of which was modeled after the 24-item scale developed by Baker, Kessler-Sklar, Piotrkowski, and Lamb Parker (1993), (Parent Involvement Survey Teacher-Form (PIS-T)), for the National Council of Jewish Women. Thirteen parent activities that parents engage in to directly promote their children's literacy development were included. These activities were the parent (1) takes the child to the library, (2) teaches the child how to print words, (3) calls the school, (4) discusses the child with the teacher, (5) discusses school day with the child, (6) oversees homework, (7) works on projects with the child, (8) write stories with the child, (9) works on projects with the child, (10) takes child to special activities such as birthdays and special events, (11) expresses interest in what happens at school, (12) responds to notes sent home, (13) visits school to monitor the child's progress. A sample item was, "How often have

you discussed your child with his/her teacher?" For each item the parent rated the frequency of their involvement on a four point scale, never (0), seldom (1), sometimes (2), often (3), and very often (4).

Seven items were included to assess parents participation on the school premises using the same four point scale. These were (1) helping on school trips, (2) helping in the classroom, (3) helping in the office, (4) attending workshops or meeting for parents, (5) using school resources, (6) attending school events and (71 attending school meetings.

Seventeen literacy specific items were also included. The first twelve used the same four point scale of never (0), seldom (1), sometimes (2), often (3), and very often (4). These were (1) how often the child asks to be read to, how often the parent: (2) or other family members read to their child, (3) reads in the child's presence, (4) reads instructions on a food package with the child, (5) reads a magazine or newspaper in the child's presence, (6) look through a magazine together, (7) writes in the child's presence, how often does the child: (8) look at magazines a books, (9) writes or attempts to write, (10) estimate the number of children books that are available at home, none (0), 1-20 (1), 21-30 (2), 31-50 (3), 51 or more (4), (11) age of the child when parent started reading to him/her 0-1 (0), 2 (1), 3 (2), 4 (3), 5+ (4), (12) time parent spent reading each day, less than an hour (1), one hour (2), two hours (3), or more than two hours (4). (13) Language used for reading, English (1), Spanish (2), other (3), both (4), or combination (5) and (14) language used when reading do the child. (15) Take child to library , yes (1) or no

(2), (16) to the bookstore, yes (1) or no (2). (17) Kind of reading material available at home (circle all that apply), newspapers (0), magazines (1), novels (2), religious books (3), combination (4), and other (5).

Results

What Parents & Teachers Reported about Parents' Literacy Involvement

Results are presented in Table 2, (see Appendix, pp. 2&3) with percentages shown for parent responses rated on a five-point scale of, (0) never, (1) seldom, (2) sometimes, (3) often, (4) very often, (5) other response requested or (6) no response. Also included was the average response chosen by the teachers of the children of those parents who participated in the survey. Teachers gave different responses than those given by a majority of the parents in 11 out of the 17 items addressing literacy involvement. Ten of these items involved literacy activities that take place at home and/or outside of school. These activities involved how often the child asks to be read to, and the number of books available at home, also how often the parent: reads books in the child's presence, reads instructions with their child, read the newspaper in the child's presence, how often the parent and child read magazines together, how often the parent writes in the child's presence, what age the child was when the parent started reading picture books to the child and does the parent take the child to the bookstore.

In reference to these items teachers gave a lower average response than did the parents. A sample item was, "How often do you or other members of your family read to your child?" The majority of parents responded, often (38.2%) or

very often (34.3%), however the teachers' average response was seldom.

In contrast, parent and teacher responses coincide in regards to the amount of time parents themselves read each day, the language read at home, the language read to the child at home, the types of reading material available at home, and whether the parent takes his/her child to the library.

What Parents & Teachers Reported about Parents' Literacy Activities

Results are presented in Table 3, (see Appendix p.4) with percentages shown for parent responses and the average responses chosen by the teachers. Of the thirteen parent activities the parent and teacher responses were dissimilar on eleven of the items. These eleven items addressed parent literacy activities which include how often the parent teaches the child how to print words, calls the school, discusses the child with the teacher, discusses the school day with the child, oversees the child's homework, writes stories with the child, works on projects with the child, takes the child to special activities, monitors the child's television viewing, expresses interest in what happens at the child's school, responds to notes sent home from school, and calls or visits the child's school to monitor the child's progress.

Parent and teacher responses coincide on the items that address how often the child goes to the library and how often the parent oversees the child's homework.

What Parents and Teachers Reported about Parent Participation

Results are presented in Table 4, (see Appendix p.5) with percentages shown

for parent responses and the average response chosen by the teachers.

From the seven items addressing parent participation the responses of parents and teachers were dissimilar on two items which asked, "How often do you attend school meetings?" The teachers' average response was sometimes, whereas the parents' responses indicated often or very often. For the question, "How often do you use school resources?" The majority of parents responded never, seldom, or sometimes. Half of the teachers responded sometimes the other half responded often.

For the remaining five items both parents and teachers responded within the same range of responses. These items asked, "How often do you: help on school trips, help in the classroom, help in the office, attend workshops and meetings for parents, and attend school events.

Discussion

This study was conducted to determine parent's literacy practices pertaining to their children's literacy acquisition during the elementary school years (grades K-5) and the teacher's perception of these practices.

The data gathered indicated that the majority of dissimilar responses between parents and teachers comprised of responses to items which teachers could not observe firsthand, such as, parent reading books in child's presence, parent monitoring child's television viewing, etc. (see Appendix, Table 2, pp.2 & 3, Table 3, p.4). Becker & Epstein (1982) noted how personal contacts between parent and teacher may be essential in the development of committed parents who

actively participate in learning reinforcement activities at home (p.100). Home visits assist teachers towards understanding and finding ways to address parent's concerns. The Hispanic Policy Development Project (HPDP) conducted by Nicolau and Ramos (1990) found that impersonal efforts such as letters, fliers, and announcements were for the most part ineffective, even if these efforts were in Spanish. Personal exchanges that took place with parents in their homes in their dominant language proved to be the most successful approach with low-income Hispanic families.

In this study (see Appendix, Table 1, p.1) half of the population consists of low-income Hispanic families. Further investigation is needed to determine what percent of each income group attends school meetings, parent workshops, and parent teacher conferences. Perhaps low-level literacy skills may attribute to some parent's lack of involvement requiring outreach which provides adult literacy programs, basic adult educational opportunities, along with family support systems in order to obtain long range outcomes (Darling & Paul, 1994, Delgado-Gaitan, 1995, Weiss & Kagen, 1989).

It is interesting to note that, with those items addressing language the parent and teacher responses were similar (see Appendix, Table 1, p.1 and Table 2, p.3). This particular school is a dual language school. The similar responses referring to language seems to indicate that communication regarding language has been successful. Perhaps vested interest or a perceived need for information enables teachers to do the outreach to acquire information. A possible area to examine

would be whether teacher consultation, conferencing, and staff development along with other forms of support such as that from the principal and colleagues, alters the responses between parents and teachers, and if so, in what ways. Lynn (1997) reported on a study by the Harvard Family Research Project which recommended that "professional development must be ongoing so that teachers can maintain and adapt their knowledge and skills. In-service training can help to generate school culture that values strong family involvement" (p.8).

Perhaps the survey used in this study could be designed to require more quantitative responses in an effort to narrow the possibility of misconceptions. For example the question that asks how often the parent expresses interest in what happens at his/her child's school, the choice of responses could have been even more specific, such as, once a day, three times a week, etc. There was a large disparity in the teacher and parents' responses to this question perhaps indicating different perceptions about what was being asked. Another possibility to be considered may be that of differing expectations. Additional research is needed to determine if school practices are in conflict with family expectations. Okagaki and Frensch (1998) state, "Consideration of the greater constellation of parents' beliefs, their goals for their children, and the type of help they can offer their children is necessary for helping parents facilitate their children's school experiences" (p.142). With this in mind additional research is needed to determine how parents, teachers, and students can set explicit and attainable goals together. In setting these goals how can parents, teachers, and students learn more about each other's

cultures in an effort to accommodate culturally different learning styles as pointed out by Bennett (1995), Cohen (1969), Hillard (1989), and Floyd (1998).

The results of this study may be improved by increasing the size of the sample, redesigning the survey to incorporate quantitative responses, and administering the survey through personal interviews may have increased participation especially for those who prefer personal interaction.

In preparation towards developing parent involvement programs this study attempted to discover how parents already support their children's literacy development. Before parents can be involved, they have to be known for who they are.

Appendix

Table 1. Percent Responses of Family Child Characteristics p.1

Table 2. Percent Responses of Literacy Involvement pp.2 & 3

Table 3. Percent Responses of Parent Activities p.4

Table 4. Percent Responses for Parent Participation p.5

Table 1. Percent Responses for Family/Child Characteristics

on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	< 1 yr	1-3 yrs	3+ yrs			no response	avg. teacher response
years in U.S.	0.98%	0.98%	93.14%			3.92%	3+ yrs
	< 25 yrs	**26-30 yrs**	**31-40 yrs**	**41+ yrs**		**no response**	**avg. teacher response**
age of parent	7.84%	24.51%	45.10%	18.63%		2.94%	26-40 yrs
	housework	**professional**	**office work**	**factory work**	**other**	**no response**	**avg. teacher response**
employment	18.63%	26.47%	14.71%	4.90%	24.51%	2.94%	housework
	< $15,000	**$16-20,000**	**$21-25,000**	**$26,000+**		**no response**	**avg. teacher response**
annual household income	26.47%	9.80%	12.75%	33.33%		14.71%	$16-20,000
	English	**Spanish**	**Eng./Span.**	**other**	**combination**	**no response**	**avg. teacher response**
laguage spoken with child	25.49%	35.29%	23.53%	9.80%	0.98%	4.90%	Spanish
language spoken with spouse	12.75%	36.27%	9.80%	10.78%	2.94%	27.45%	Spanish
lang. spoken w/ family/friends	17.65%	32.35%	27.45%	4.90%	4.90%	9.80%	Spanish
	grades 1-8	**high school**	**some college**	**college grad.**	**other**	**no response**	**avg. teacher response**
highest level of education	7.84%	30.39%	27.45%	29.41%	3.92%	2.94%	some college
	Afro-Amer.	**Asian**	**Caucasian**	**Hispanic**	**Other**	**no response**	**avg. teacher response**
ethnic group	0.98%	3.92%	5.88%	84.00%	3.92%	2.94%	Hispanic
	male	**female**				**no response**	
sex of child	43.14%	45.10%				11.76%	
	K	**1**	**2**	**3**	**4**	**5**	
grade level	27.45%	19.61%	9.80%	14.71%	12.75%	15.69%	
	English	**Spanish**					
language of survey completed	49.02%	50.00%					
	evening at school	**afternoon at school**	**at home**				
survey completed	42.16%	21.57%	36.27%				

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Table 2. Percent Responses for Literacy Involvement
on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	% never	% seldom	%sometimes	% often	% very often	% no response	avg. teacher response
read to child	0.98%	6.86%	22.55%	38.24%	34.31%	0.00%	seldom
ask to be read to	0.00%	7.84%	22.55%	31.37%	40.20%	0.00%	sometimes
books avaliable	1.96%	20.59%	23.53%	11.76%	34.31%	6.86%	seldom
time to read each day	0.00%	42.16%	31.37%	11.76%	8.82%	0.98%	seldom
read books in child's presence	0.00%	3.92%	18.63%	42.16%	32.35%	4.90%	seldom/sometimes
read instructions with child	2.94%	12.75%	37.25%	32.35%	12.75%	4.90%	seldom
read newspaper near child	2.94%	8.82%	20.59%	32.35%	25.49%	1.96%	sometimes
read magazines with child	3.92%	9.80%	35.29%	28.16%	20.59%	1.96%	seldom
child looks at magazines/books	0.00%	2.94%	16.67%	41.18%	36.27%	1.96%	sometimes
write in child's presence	0.98%	5.88%	30.39%	32.35%	29.41%	0.98%	seldom
child write or atempt to write	0.00%	2.94%	17.65%	39.22%	38.24%	1.96%	sometimes
	0-1 yrs	2	3	4	5+		avg. teacher response
age began reading to child	35.29%	19.61%	8.82%	2.94%	21.57%	11.76%	seldom/very often

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Table 2. Percent Responses for Literacy Involvement
on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

	newspapers	magazines	novels	religious books	combination	other	
reading material at home	0.98%	4.90%	0.98%	2.94%	79.41%	10.78%	combination
	English	**Spanish**	**Other**	**Eng./Span.**	**Combination**	**no response**	**avg. teacher response**
language read at home	21.57%	22.55%	0.98%	40.20%	6.86%	3.92%	English/Spanish
language read to child at home	25.49%	20.59%	0.00%	44.12%	6.86%	2.94%	English/Spanish
	yes	**no**				**no response**	
take child to library	61.76%	34.31%				1.96%	yes
take child to bookstore	70.59%	21.57%				6.86%	no

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Table 3. Percent Responses for Parent Activities

on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	% never	% seldom	%sometimes	% often	% very often	no response	avg. teacher response
go to library	6.86%	20.59%	41.18%	25.49%	8.82%	0.00%	sometimes
teach child to write	0.98%	12.75%	27.45%	34.31%	21.57%	2.94%	seldom
called the school	17.65%	24.51%	22.55%	21.57%	5.88%	5.88%	seldom
discuss child with teacher	1.96%	21.57%	28.43%	38.24%	19.61%	1.96%	sometimes
discuss school day with child	0.00%	2.94%	3.92%	27.45%	61.76%	5.88%	sometimes
oversee child's homework	4.90%	1.96%	6.86%	22.55%	57.84%	5.88%	often
write stories with child	4.90%	22.55%	35.29%	29.41%	5.88%	1.96%	seldom
work on project with child	5.00%	15.00%	24.00%	46.00%	13.00%	1.96%	sometimes
take child to special activites	0.00%	6.86%	25.49%	25.49%	38.24%	1.96%	sometimes
monitor child's TV viewing	0.98%	0.98%	5.88%	31.37%	51.96%	1.96%	seldom
express interest in child's school	0.00%	0.00%	3.92%	32.35%	60.78%	1.96%	seldom
respond to notes sent home from school	0.00%	1.96%	1.96%	30.39%	52.94%	0.98%	sometimes
call school to monitor progress	1.96%	16.67%	27.45%	20.59%	31.37%	1.96%	sometimes

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Table 4. Percent Responses for Parent Participation

on the Parent Survey Rated by 102 Parents and Average Responses from 8 Teacher Surveys

Items	% never	% seldom	%sometimes	% often	% very often	no response	avg. teacher response
help on school trips	9.80%	24.51%	22.55%	25.49%	15.69%	1.96%	often
help in classroom	23.53%	34.31%	26.47%	16.67%	9.80%	0.98%	sometimes
help in school office	56.86%	18.63%	22.55%	4.90%	7.84%	2.94%	never
attend workshops for parents	7.84%	10.78%	23.53%	31.37%	20.59%	1.96%	often
use school resources	24.51%	24.51%	21.57%	10.78%	5.88%	6.86%	sometimes/often
attend school events	1.00%	12.75%	33.33%	29.41%	17.65%	3.92%	sometimes/often
attend school meetings	2.94%	6.86%	20.59%	39.22%	28.43%	1.96%	sometimes

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